Comprehensive

Santa Paula Unified

July 1, 2016 - June 30, 2019

08/14/2016

1. PLAN BACKGROUND CRITERIA: The plan should guide the LEA's use of education technology for the next three years.

1a. Provide a brief overview of the LEA, its location and demographics and/or share a link to the LEA's website.

This technology plan will effectively implement technology strategies to improve student achievement and help prepare students to become life-long learners. In an effort to prepare our students to be successful adults, this plan will guide our schools in integrating technology activities which support our curricular objectives. The plan will be in effect July 1, 2016 through June 30, 2019. The district recognizes this plan must be dynamic in order to be current as technology and research about the effective use of technology in the learning environment evolves. This plan will be reviewed regularly to align with new technologies and practices.

The completed plan is shared with the Board of Education at a regularly scheduled meeting that is open to the public. Additionally, the plan is shared with the public through the districts website at www.santapaulaunified.org.

1b. Describe how a variety of stakeholders from within the LEA and the community-at-large participated in the planning process.

In November of 2012 Measure M was passed by citizens of Santa Paula in order to unify the Santa Paula High School District and the Santa Paula Elementary School District. Santa Paula Unified School District began operations on July 1, 2013 and has assumed all rights and responsibilities of the former districts.

The picturesque, but rural city of Santa Paula is located 75 miles northwest of Los Angeles and 14 miles east of the city of Ventura and the Pacific Ocean. The current population is more than 28,000 within 4.6 square miles. Santa Paula is at the geographical center of Ventura County, situated in the rich agricultural Santa Clara River Valley. The city is a major distribution point for citrus fruits, avocado producing and processing and is referred to as the "Citrus Capital of the World."

Our student population comes from families of agricultural workers, laborers, construction workers, service industry personnel, office commuters and other professionals. The student population breaks down as 90.6% Hispanic, 8.2% white, and 1.2% multi racial or other. The English Learner population has been growing and is now about 37% of the district enrollment. Our low socioeconomic population has also grown slowly and is currently at 85% of enrollment.

Despite its reputation as a small town that still looks like it did a century ago, Santa Paula faces the same serious difficulties that all larger cities confront. There are large numbers of economically disadvantaged families living in Santa Paula, including a large population of assistance Background and Demographic Profile (welfare) recipients. Over 80% of the district's population participates in the federal free/reduced meal program. Santa Paula has the fourth highest number of applicants for the CalFresh program within Ventura County. The city of Santa Paula also has one of the highest unemployment rates in Ventura County.

In the Santa Paula Unified School District, we currently have six elementary schools (grades K-5), one middle school (grades 6-8), one comprehensive high and one alternative high school (grades 9 12).

Schools, Students, Certificated Staff

Barbara Webster Elementary (K-5), 415, 26

Blanchard Elementary (K-5), 445, 28

Glen City Elementary (K-5), 613, 34

McKevett Elementary (K-5), 384, 24

Grace Thille Elementary (K-5), 426, 25

Thelma Bedell Elementary (K-5,) 330, 22

Isbell Middle School (6-8), 1232, 58

Santa Paula High School, 1605, 72

Renaissance High School, 122, 8

District --- 6

District Totals ,5575, 303

*Data as of 10/26/2015

The Districts Technology Plan was created with input from administrators, teachers, staff and the community. The direction of the district was discussed in forums such as administrative leadership meetings, district technology committee meetings, school site meetings, school site councils and district wide Local Control Accountability Plan (LCAP) meetings. A survey was sent out to district personnel asking for information regarding current technology use, support, material levels and other pertinent information.

Throughout the districts implementation of the LCAP plan, Technology has been a focus of the learning process. Technology is a part of public, student, and staff LCAP meetings. Each stakeholder is given the opportunity to view current initiatives and then provide input in the LCAP process. This gives all stakeholders the opportunity to voice their opinions on district priorities including but not limited to technology.

The district promotes a district level Technology Committee which is composed of classified staff, teachers and administrators. The purpose of this committee is to review current practices and discuss emerging technology trends which may be beneficial to the classroom environment. In conjunction with the district level committee, school sites may also have a school site based technology committee. Sites also integrate technology discussions into professional development, staff meetings, and grade level meetings as necessary.

The Santa Paula Unified School Board will be presented with a final draft of this plan at a public meeting prior to its

official submittal. This meeting will serve as an opportunity for the public to comment on the plan and its impact on student learning.

1c. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

A survey was conducted in October of 2015 asking teachers and administrators a variety of questions about their knowledge and experience with technology in the classroom and at home. Nearly 65% of our staff took the survey and the average number of years taught was 13.7 and nearly 98% stated they use technology on a daily occurrence for personal use. Yet nearly 90% stated that they only use technology weekly in the classroom which shows that our staff is knowledgeable when it comes to use technology but we are still in need of more forms of technology integration in the classroom. Nearly 85% of the staff surveyed stated they were an Intermediate to Highly Skilled when it came to using technology yet nearly everyone stated they did not have enough technology in their classroom. 94% of teachers stated that they do not assess student's technology proficiency. The District recognizes this as a need for our continued program support along with the continued implementation of Digital Citizenship. With 83% of the staff surveyed stating they would like trainings and more technology our goals will help sustain that support and implementation plan. These numbers show that there is a strong desire by our teachers to acquire and use more technology in the classroom.

2. CURRICULUM COMPONENT CRITERIA: The Plan must establish clear goals and realistic strategy for using telecommunications and information technology to improve education services.

2a. Describe teachers' current access to instructional technology and current use of digital tools.

Each teacher has access to various hardware and software based on site, program and instructional settings. Teachers have a dedicated desktop computer within every room as well as the ability to check out a mobile device each school year. Classrooms and meeting areas have access to resources such as interactive white boards, large format monitors, document cameras, digital projectors, classroom sound systems and classroom response systems.

The district provides web sites for each school which house information, instructional resources and other communication links. Through each school's website the district can provide each teacher with a teacher web page for collaboration and information sharing. During the 2015-2016 school year the district has begun to provide professional development on the use of web pages and other digital resources for classroom use.

During the 15-16 school year the district has been implementing a program to introduce additional devices into classrooms throughout the district. The Technology Mini Grant program was introduced during the 2014-2015 school with the emphasis being that teachers could present grant applications of what materials they would use and how they would integrate technology into their classroom environment. As part of this program each teacher must participate in professional development and collaboration throughout the year.

The district has a significant number of computer labs, rolling laptop carts and classroom computers available at school sites. The district has dedicated significant resources in providing teachers with access to additional classroom based resources in order to use technology as a tool within the learning process on a daily basis. In the past three years the district has more than doubled the number of devices and the vision is to continue to provide an environment which encourages technology use in every classroom.

2b. Describe students' current access to instructional technology and current use of digital tools. Include a description about the LEA policy, practices, and/or replacement policy that ensures equitable technology access for all students.

Since unification in 2013, the district has worked to implement a standardized set of technological devices and applications for each classroom across the district. Each classroom will be comprised of blended platform environment composed of student desktop computers, one teacher desktop, one teacher laptop or mobile device (optional) and potentially mobile devices which are site based.

Currently the vast majority of all district classrooms and computer labs have some sort of visual presentation device such as an interactive white board (IWB), digital projector, or large format monitor. With the district's current set of IWB's aging and becoming more expensive to support the district has begun researching potential replacement plans with either large format monitors or a replacement IWB. The district expects to make a decision on this during the 15-16 school year with implementation being over a multiyear process.

As stated in section 2A, every site currently has some form of computer lab. During the 2014-2015 school year the district purchased 60 laptops/tablets for both Grace Thille Elementary and McKevett Elementary due to a lack of available rooms for computer lab placement. During the 2015-2016 school year the district will be implementing laptop carts at Blanchard Elementary and Isbell Middle School in order to increase the availability of lab based instruction to the student populations at those sites.

The district introduced the concept of Technology Mini Grants into the district during the 2014-2015 school year. This program was designed to allow teachers to design and then implement curriculum which implements effective strategies and technologies. Teachers who are awarded mini grants receive classroom technology for student use such as mobile devices, charging stations, printers, software and in some cases large format monitors. In the coming years the district expects to continue this practice to increase student access to technology.

The Technology Mini Grant program allows for teachers within the program to receive a significant amount of training on how to develop and implement curriculum into the classroom. Teachers are then asked to serve as resources to other teachers within the school. Collaboration, research and development are components of the program which teachers work to implement at their school's sites and in all academic settings.

2c. Describe goals and an implementation plan, with annual activities, for using technology to improve teaching and learning. Describe how these goals align to the LEA's curricular goals that are supported by other plans. Describe how the LEA's budget/Local Control and Accountability Plan (LCAP) supports these goals, and whether future funding proposals or partnerships may be needed for successful implementation.

Our goals and implementation plans are to equip teachers and students every year with supporting equipment that will enhance and improve the learning experience. The District provides ongoing support for teachers through monthly professional development, ongoing collaboration and annual conferences opportunities. Students will be supported by having access to online resources and in class instructional resources. The plan allows for consistent growth and evaluation each year for devices in the classroom while still supporting and developing the everyday needs of the district. We are confident that with this steady growth we are able to strengthen each school's teachers and resources to be the most effective when it comes to moving every class into the 21st century.

The District's curriculum goals are supported by training and on-going support to teachers implementing technology in the schools. We are working with all District programs and committees such as the ELAC and DELAC teams to help support our large EL population. Our plan over the next several years is to equip every classroom with comparable hardware, software and practices in order to create a dynamic learning environment in each classroom.

The District has ingrained the technology implementation, educational impact and funding commitments into our

LCAP. Desired educational outcomes directly impact funding levels based on the districts decisions through the LCAP process. Goal 4 of the district's 2015-2016 LCAP shows the districts commitment to technology personnel, instructional impact and material support.

At this time the district does not believe there will be a need to rely on other entities to implement technology initiatives or materials. The district continues to work with other community and state entities to create educational partnerships for promoting educational environments, but these partnerships are not relied upon for success of educational goals but rather encouraged as part of the districts programs.

2d. Describe goals and an implementation plan, with annual activities, for how and when students will acquire the technology skills and information literacy skills needed for college and career readiness.

Beginning in the spring of 2016, the district's goal is to have teachers implementing a new K-12 Digital Citizenship component into their curriculum. Each grade level will have specific lessons which will help establish necessary skills students will need to live and navigate in a digital age. The Digital Citizenship program is organized in a way which develops specific grade level skills and each year the student participates in the program the skill level is built upon which creates a steady growth for the student and give him or her the foundation for being successful in the ever changing market of tomorrow. Since the skills are primarily technology based, teachers will be able to infuse these skills into their Common Core lessons they have already created.

The objective of the digital citizenship program is that with each grade level implementing skills and digital literacy, teachers will start to incorporate more skills and lessons on the student's ever growing digital knowledge. Those skills range from beginning typing and navigating the computer to advanced research methods that teach students how to critique and evaluate information that will help them solve many of life's problems.

2e. Describe goals and an implementation plan, with annual activities, to address Internet safety and the appropriate and ethical use of technology, including AB 307 and Children's Internet Protection Act (CIPA) compliance, in the classroom.

The district's goals are to: 1) create an ongoing process that abides by all State and Federal laws related to Internet safety for students and 2) develop a safe digital learning environment for students. Our plan started during the 14-15 school year thus, has established an approval process for all new programs and applications for which student information will be needed. This process is compliant with all state and federal laws in regards to internet safety and will be reviewed on a yearly basis by the IT Director and the Assistant Superintendent of Instructional Services to maintain its compliance with amended and or new laws that may be enacted. Every year, students must also read and sign the Acceptable Use Policy (AUP) which is part of the enrollment packet for each student. In addition, students begin every school year learning about internet safety and Cyberbullying.

3. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA: The Plan must have a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

3a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.

As mentioned in Section 1c, the district has a significant number of teachers that are technologically proficient and wanting professional development on technology integration. The district sees technology professional development as a vital component of the available professional development workshops, in classroom support trainings and also individual staff support opportunities. Facets of technology have been integrated into many other parts of staff professional development such as common core development and curriculum integration.

The current survey of staff members shows that employees are still interested in gaining further knowledge in the areas of technology. Largely the needs are based on program specific knowledge and not skill specific practices. The district sees this as progress in our introduction of technology at various levels but also a further need to continue current professional development practices in order to keep a base level of proficiency.

3b. Goals and an implementation plan, with annual activities, for providing professional development opportunities based on a LEA needs assessment.

The district provides many forms of professional development opportunities throughout the year and is continually adding sessions to better help and support our staff and teachers. We currently have Grade Level Common Core meetings for ELA and Math with sessions in technology integration along with targeted and individual support opportunities. During the 2015-2016 school year the district implemented an aggressive schedule for professional development of various offerings aimed at providing all employees with opportunities.

Each year the Educational Services Division conducts surveys of the professional development offerings which have been held. This is done to gauge their effectiveness, quality, content and their ongoing need. This will be an ongoing practice which includes any and all technology based offerings.

For the 2016-2017 school year the district has planned on continuing an aggressive and robust professional development schedule. The District is also looking to introduce other potential avenues for professional development such as online collaboration, pre-recorded videos and virtual meetings. Subsequent school year professional development calendars and offerings will be based off of student impact and ongoing implementation of programs and processes.

4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, SOFTWARE, AND ASSET MANAGEMENT COMPONENT CRITERIA: The Plan must include an assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services.

4a. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset management already in the LEA that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware: The district actively works to monitor and inspect all hardware which is vital to the delivery of technology resources throughout the district. The district has worked to improve the turnover process of infrastructure and devices. Servers and vital machines will be evaluated and replaced on a three-year life cycle. Desktop computers are now on a five-year life cycle. Laptops and mobile devices are on a three to five-year life cycle based on condition and overall usefulness within the district.

The district maintains roughly 3000 devices with plans to continue integration of more devices into classrooms. All computers are network based and have access to resources which are appropriate to the educational environment. Classrooms, computer labs, meeting rooms and offices also have access to resources such as interactive white boards, large format monitors, document cameras, digital projectors, classroom sound systems and classroom response systems.

Existing Internet Access: Technology infrastructure consists of WAN/LAN Voice and data networks. In the past few years the district has rebuilt the district infrastructure, with the help of E-Rate funding and increased LCAP based funding. Schools and departments now depend upon highly stable, reliable network operations. This dependency is continuing to grow rapidly. Plans to expand services including student information and data management, business systems, increased wireless and streaming applications. The District sees an increased demand in robust wide-area network and strong security measures to meet privacy, licensing, and copyright requirements. As video and audio are further integrated, bandwidth requirements will rise exponentially. As technology integration grows across the district, adequate bandwidth will have to be provided to support connectivity.

The SPUSD network encompasses every classroom, computer lab, library and administrative office. Cat 5/6e cabling connects all these rooms to a series of Intermediate Distribution Frame's (IDFs) where high capacity switch resides. A fiber optic backbone connects outlying IDF locations to the Main Distribution Facilities (MDF) that provides the interface to the district's wide area network. Implementing these local area network designs has been accomplished utilizing district funds and E-Rate funding. The district is connected to the Ventura County Office of Education through a 500Mbps fiber connection which is expandable to 1Gbps if needed. In the future the district believes internet bandwidth will continue to grow based on additional devices as well as an increased usage of web based programs. Bandwidth to the internet and other resources will continue to be analyzed regularly in order for our demand not to exceed our current capacity.

Each school site, including the district office, has a Local Area Network that includes network devices such as switches, routers, wireless access points, servers, category 5/6e and fiber optic cabling. Each LAN is connected to the district's fiber backbone, which carries voice and data to and from each site. School sites have different numbers of computers in the classrooms. All computers are connected to a LAN and WAN. Each school site has access to various multimedia and presentation devices.

Security and privacy issues are continually being addressed with hardware and software solutions to ensure the safe use of informational resources. As sites have gone through modernization construction during the past years, physical plant capacity has been upgraded to ensure enough electrical capacity and proper ventilation to meet the growing needs of technology implementation. The Technology Department works continuously with the Maintenance and Operations Department in order to ensure that facilities are optimal for technology in any potential aspect of the learning environment.

Existing Technical Support: Effective and timely technical support will continue to be a priority for the Technology Department. All support or other complex software and hardware trouble shooting is handled by the district's Technology Department personnel. District technicians respond to support requests via a work order system. Logs of technical support requests are studied and evaluated to develop maintenance and training procedures. These address the root cause of common issues and provide better solutions to groups and individuals; thus, freeing up valuable time for projects that directly improve district's operations and enhance students' learning.

Through the use of an online helpdesk, some tasks are centrally handled with automated technology or via remote desktop connections (terminal services). Expert advice is sought regularly through vendors or county support personnel. State and regional support is provided for technology and E–Rate plan development. SPUSD maintains technical support agreements with major hardware/software vendors as necessary in order to provide resources and expertise which may lie outside the districts capacity.

A primary job of some technicians under the Director of Technology is to manage the district's network including the local area networks and the larger wide area network. This responsibility includes network equipment and software maintenance, installations, and training. The Director of Technology's main focus is the day-to-day management of the department, and to coordinate with principals and teachers integrating technology into the classroom, as well as implementing the district's technology plan.

The District currently has the following positions allocated to the Technology Department (2) full time Network Technicians, (5) Computer Technicians, (1) Student Information System Support Technician, (1) Network Manager and a Technology Director who provides support for all district applications both educational and administrative.

In 2014-2015 the district created a certificated position within the district to support professional development and educational technology initiatives. The position of Technology and Professional Development Coordinator is a position which is funded out of the districts LCAP. The goal of this position is to improve the technology skills and practices of faculty and staff, initiate technology based collaboration and research classroom based strategies. The Technology and Professional Development Coordinator works closely with the Director of Technology and the Technology Department to improve technology practices and initiatives throughout the district.

Asset Management: Technology based assets follow pre-defined asset management practices where all technology that is requested is approved by site principals, department heads and the Director of Technology. Once approved through the business department the item is ordered, shipped and then received by the Technology Department.

After the item is received it is checked into inventory by the Technology Department and given a district asset tag if the item is above $500 in value. The item is secured until installation by the Technology Department. After installation the receiving log is updated to reflect where the item is installed and who installed the item. The receiving log is sent to the business department on a regular basis in order to link assets with inventory within the business financial system.

4b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by the LEA's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

It is believed that as the district continues to implement additional devices there will be a need for more Internet bandwidth. The district has already started planning for expansion for the next three to five years. Capacity will be based on software needs, number of devices, learning initiatives and future plans. The district is provided Internet through the ERATE process and will continue to utilize ERATE funding as a way to achieve Internet speeds necessary for impacting learning throughout the district.

The districts Technology Mini Grant Program has been seen as a success and will be continuing. This program will provide more devices and resources to classrooms for use by students and staff. As part of the program there will also be additional professional development and collaboration between stakeholders.

Technical Support is seen as a major factor in the successful implementation and the sustained use of technology. The district plans to increase support staff within the Technology Department in conjunction with the amount of devices within the district. The LCAP continues to support the addition of personnel in order to keep technology useful throughout the district.

Facilities continue to be a focal point within any technology based initiative within SPUSD. The district is mostly composed of buildings built within the mid part of the 20th century. The district's Maintenance and Operations, Construction Management and Technology departments work closely on a normal basis in order to assure the ability of facilities to support and house technology equipment and practices. All future construction will continue to involve the Technology Department in the planning process.

5. MONITORING AND EVALUATION COMPONENT CRITERIA: The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

5a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

The district will collect data on grade reporting periods, discipline reports, student attendance, and SBAC scores as indicators to evaluate the impact of student achievement on a regular basis. The district is planning to use 2015-2016 results as a baseline and each year look to see if we see an increase in test scores and a decrease in discipline issues. Grade level matriculation, student performance, standard level performance and discipline are all data indicators which are used in conjunction with the LCAP process.

Data will be collected from our Student Information System (QSIS), Student Assessment System (EADMS)and other internal and external systems. Collection will be performed by the Educational Services Department and site administrators throughout each school year and evaluated at the end of each year to review and make any necessary changes to the methods and practices to integrating technology in the classroom. Those results will also be evaluated by individual sites and the Governing Board on a regular basis.

The districts 2016-2017 LCAP includes the following metrics for student measurable outcomes:

- AMAO 2 will improve 2% from 61% in 2015-16 (CDE data release date 2/17) to 63% in 2016-17 (CDE target for 2016-17 is 54.7%).
- Reclassification of English Learners will increase by 2% from 14.1% in 2015-16 (CDE data release in summer 2016) to 16.1% in 2016-17
- EAP College Readiness Results will increase by 2% in ELA from 11% college ready (baseline data CDE 2015) to 13% in 2015-16 to 15% in 2016-17 and from 3% college ready in mathematics (baseline data CDE 2015) to 5% in 2015-16 to 7% in 2016-17
- CAASPP Assessment Results Districtwide will increase by 5% in ELA from 30% met/exceeded standard in 2015-16 to 35% in 2016-17 and from 19% in mathematics from to 24% met/exceeded standard in 2016-17
- CAASPP Assessment results for English Learners will increase by 5% in ELA from 8% met/exceeded standard in 2015-16 to 13% in 2016-17 and from 7% met/exceeded standard in mathematics in 2015-16 to 12% in 2016-17.

5b. Describe the schedule for evaluating the effect of plan implementation, including a description of the process and frequency of communicating evaluation results to tech plan stakeholders.

Data will be collected through various means on an ongoing basis. The district will use student performance throughout the year to evaluate not only technology implementation but overall district performance in the areas of student impact. The Assistant Superintendent of Educational Services oversees student performance data and reports this data to the Board of Education and stakeholders. Student performance data is collected regularly and analyzed for performance goals. Administrators will analyze site and district data in order to provide information for decision making throughout the course of a school year. Student performance data is regularly reported to the local governing board by site and district administrators.

The Director of Technology will send regular updates of plan implementation to the Assistant Superintendent of Business Services. The district's superintendent is turn notified weekly on district initiatives. Large initiatives updates are given to the local governing board as part of a weekly update through the office of the Superintendent.

This plans implementation and process updates will be presented annually to the Board of Education as part of the Technology Director's annual presentation. This presentation is given as part of a public meeting and is part of the school boards open meeting agenda.

The Technology Plan will be analyzed on a quarterly basis by the districts Technology Committee and the Director of Technology. Administrators will be updated on the plan and its goals during leadership meetings on a monthly basis or as needed. Updates and changes to the plan will be posted online for public access. All staff are informed of large initiatives through the Technology Department as needed.

The Director of Technology will meet regularly with The Assistant Superintendent of Educational Services to determine if adjustments are needed to the implementation of technology for educational purposes throughout the district. The Technology Plan will be discussed at school sites as part of various meetings. All stakeholders will have the ability to discuss district technology with site administrators, Technology Department personnel and district personnel as needed. All district staff contact information is available on the districts web page at all times and is accessible by the public.

Effective strategies and practices will be studied for their overall impact by Educational Services and then replicated or modified as needed. The Educational Services department will work with teachers and site administrators to determine the overall effectiveness of practices at the classroom level and if a practice is viable at a classroom, grade level or site level throughout the district.

The district encourages all staff and faculty to discuss student success with administration and staff. The district employs a full time Public Information Officer who works to inform stakeholders of incidents which should be recognized including but not limited to technology based initiatives. Since unification the district has worked to inform the public through local press, media and social media of instances of outstanding student success and performance.